

DUMPTON SCHOOL

13 - ACADEMIC AND CURRICULUM POLICY 2023-24

Person(s) responsible:	Deputy Head (Academic)
Last updated:	September 2023
Review period:	12 months
Next review:	September 2024

At Dumpton School, we provide a broad, rich and exciting curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. For pupils below compulsory school age, we have a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. We aim to inspire our pupils to find the joy in learning as well as the skills and knowledge to prepare them for life after Dumpton.

The teaching at Dumpton should:

- Enable all pupils to acquire new knowledge to make good or outstanding progress so they increase their understanding and develop their skills in the subjects taught;
- enable pupils to acquire skills in speaking, listening, literacy and numeracy;
- foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involve well planned lessons, effective teaching methods, suitable activities and wise management of class time;
- be inclusive, allowing all pupils to be part of the lesson they are involved in no matter what their ability, and ensure prior attainment of pupils is taken in to account in the planning of all lessons (The SEND Code of Practice requires all teachers to differentiate accordingly, especially to allow those with SEND to get the 'different from or additional to' Quality First Teaching that they require);
- promote the fundamental British Values of democracy, rule of law, individual liberty and mutual respect for and tolerance of those from different faiths or beliefs.
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of an adequate quality, quantity and range;
- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- encourage pupils to behave responsibly.

DUMPTON SCHOOL PHILOSOPHY

Our school motto 'You can because you think you can' lies at the cornerstone of teaching at Dumpton.

Dumpton aims to educate children in a supportive and caring environment, stressing the importance of teamwork and mutual respect at all times. Rule number one is 'Treat others as you would like them to treat you'. All children are expected and encouraged to fulfil their potential. Given the excellent facilities and staff to pupil ratio, Dumpton is well placed to aim for high academic and extra-curricular standards. In addition, we want to help children develop a clear sense of right and wrong, to become confident communicators and to appreciate the importance of good manners, friendliness and tolerance. The atmosphere in school should be cheerful and positive, created by strong relationships between adults and children, and between the children themselves. Great emphasis is made of the fact that a child who is happy and enjoys being at school is far more likely to do well.

EYFS

Reviewed September 2022

At Dumpton School we offer a broad and balanced Early Years Foundation Stage (EYFS) curriculum for our youngest pupils, which is based upon the Early Learning Goals and the three prime areas and four specific areas of learning as outlined in the new statutory framework for the EYFS. The Early Learning Goals define the expectations for most children to reach by the end of the EYFS. Underpinning our practice are the themes and commitments of the Early Years Foundation Stage: A Unique Child; Positive Relationships; Enabling Environments; Playing and Exploring; Active Learning and Creating and Thinking Critically. All children are given equal access and opportunities to develop their knowledge and skills in:

Personal, Social and Emotional Development
 Communication and Language
 Literacy
 Mathematics
 Understanding of the World
 Physical Development
 Expressive Arts and Design

In Reception, children will have up to one hour of literacy and up to one hour of numeracy every day as the year progresses. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. Learning takes place both indoors and outdoors.

Dumpton School is registered with the DFE as an early years’ provider. We participate in the Government’s Nursery voucher scheme for 3 and 4-year-old children.

BALANCE OF CURRICULUM

The school aims to provide continuity between key stages, achieved through close links between the Pre-Prep and the Prep schools. The Senior Deputy Head, Deputy Head Academic, Curriculum co-ordinator Y1-4 and the Heads of both English and Maths, work with the Pre-Prep management to ensure that teaching staff have the support required to deliver an appropriate curriculum.

Testing is used to inform this process as well as to track pupil progress. The school’s Academic Development Team (ADT) meet regularly to discuss academic matters – the team comprises the Headmaster, the Deputy Head Academic, Curriculum Coordinator for Y1-4 and the Head of Pupil Progress.

Children in Years 1 and 2 will have at least one hour of literacy and one hour of numeracy, every day. A typical day will also include creative and project work and the timetable also allows for physical education and class music. In the Prep School, lessons are 55 minutes long with a 5-minute changeover slot between each one. Plans and schemes of work illustrate how linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas are woven into the school curriculum.

As well as the academic curriculum, character education is taught at Dumpton. Through the seven virtues of *The Dumpton Way* we believe we prepare our children to be upstanding members of society as well as preparing them academically for life at senior school.

Curriculum information is available to parents via the parent portal where the Curriculum Overviews are shared, or on request from parents.

The two tables below show the number of lessons allocated to each subject area per week:

Reception*

Subject	Reception
Physical Development including swimming, PE, Yoga, Forest School, dance	7
Maths	4

Communication and Language	5
Literacy including phonics and reading	12
Understanding the World	1
Expressive Arts and Design	2
Personal, Social and Emotional Development	2

Pre-Prep

Subject	Year 1	Year 2
English (including Phonics)	9	9
Maths	5	5
Science	1	1
Art	1	1
RSHE	1	1
PE (including swimming and dance)	3	3
French	1	1
Topic/Computing	2	2
Music	2	2

The table below shows the number of lessons (50 mins) allocated to each subject area on a fortnightly basis:

Prep- School

Subject	Y3	Y4	Y5	Y6	Y7	Y8
English	12	12	10	8	7 / 10	7 / 9
Maths	10	10	10	9	7	7 / 8
Science	4	4	4	5	6	6
MFL	2	3	4	4	5	5
History	-	-	2	3	3	3
Geography	-	-	2	3	3	3
TPR	-	-	2	2	2	2
Humanities	6	5	-	-	-	-
Latin	-	-	-	2	3 / 0	3 / 0
Art	2	2	2	-	-	-
Design Technology	2	2	2	-	-	-
Outdoor Ed	1	1	1	1	-	-
P.E.	2	2	2	2	2	2
Games	10	10	10	10	10	10
RSHE	2	2	2	1	2	2
Computing	2	2	2	2	2	2
Performing Arts/ Choir	5	5	5	3	3	3
The Dumpton Way	-	-	-	1	1	1
Art/DT/Food Tech	-	-	-	4	4	4

TRACKING AND REPORTING PROGRESS

In the EYFS, judgements are recorded against the EYFS Profile. Each child's level of development is recorded against assessment scales derived from the 17 Early Learning Goals. This tracking is ongoing throughout the EYFS. In Nursery, the DfE Statutory Two-Year Check is completed. On entry to reception, all children complete

CEM Reception Baseline assessment. During the second half of the summer term, if a child in Reception remains 4 after 1st April, the school is required to send this child's EYFS Profile to Dorset Local Authority. Parents may request a copy of the EYFS profile and meetings are held in the summer term to discuss the EYFS profile and its results.

In KS1, the pupils' attainment in reading, writing and maths is reported to parents, using teacher assessments against age-related expectations at different points throughout the year. Progress is then measured over the academic year with appropriate measures put in place for those children working below age-related expectation or for those children making negative progress. In addition, GL's standardised assessment scores in English (PtE) and Maths (PtM) are tracked from Year 1 to Year 2.

In the Prep School, the use of CATs, PtEs and PtMs allow the tracking of pupils in English and Maths throughout their school career. The data is uploaded and is then analysed by the Deputy Head Academic and the Head of Pupil Progress before being shared with staff. A report of all these standardised tests is shared with parents in the first term and enables parents to compare how their child is performing against their underlying ability (CATs) as well as comparing how they are doing in comparison to their peers.

In addition, pupil progress is tracked in all academic subjects by Heads of Departments to check that pupils' attainment is being maintained. Informal tracking is undertaken lesson by lesson.

MONITORING OF TEACHING

Dumpton supports the sharing of 'good practice' through learning walks. The Headmaster, Deputy Head Academic and SENDCO undertake a programme of learning walks where feedback of best practice and areas for development is then shared with the staff body as a whole. Departments also share good practice through timetabled department meetings during the school day. The school uses the principles of Quality First Teaching as a framework for best practice. Writing moderation between the Pre-Prep years and Year 3 takes place on a termly basis.

EYFS

Staff Supervision is completed with all EYFS teachers and teaching assistants. This occurs every 6 to 8 weeks and is completed by the Head of EYFS. EYFS teaching assistant appraisals are completed annually in the summer term by the Head of EYFS. These appraisals can feed into the supervision meetings where appropriate. A teaching assistant self-evaluation form is completed prior to the appraisal. A setting observation using the EYFS curriculum as a framework for observation is completed by the Head of EYFS. A meeting is held to discuss the self-evaluation and session observed. A précis of the self-evaluation, session observed, and targets set is completed and filed in the EYFS appraisal/supervision folder and is also held securely online in staff documents. All records are kept confidential.

EXTERNAL EXAMINATIONS

Pupils are prepared for the Dumpton Certificate, the school's own end of Year 8 exams or for a Scholarship. The Dumpton Certificate, which largely follows the Common Entrance curriculum, is taken at the beginning of June in Year 8. Scholarship dates vary from November to mid-May and individual Senior Schools' Entrance Examinations are taken at times set by them. We try to advise parents on which is the most suitable Entrance Examination for their child.

Other external examinations, such as Grammar School tests and Senior School Common Pre-test (in both Year 6 and Year 7) are prepared for in the Autumn and Summer Terms at various times e.g., during Prep by the Deputy Head Academic and other subject teaching staff.

ASSESSMENT

We use a variety of assessments at Dumpton. The key assessments that staff may use are outlined in the tables below:

Assessment tools used by departments in the Pre-Prep

	EYFS	Year 1	Year 2
English	<ul style="list-style-type: none"> • Two Year Check • CEM Baseline Assessment • Phonics Assessments • ELG based assessments 	<ul style="list-style-type: none"> • PtEs • Creative writing assessments • Reading & spelling age tests • Weekly spelling & dictation tests • Phonics assessments • Summative assessments 	<ul style="list-style-type: none"> • PTEs • Reading & spelling age tests • Creative writing assessments • Summative assessments • Phonics assessments
Maths	<ul style="list-style-type: none"> • CEM Baseline Assessment • ELG based assessments 	<ul style="list-style-type: none"> • PtMs • Unit assessments 	<ul style="list-style-type: none"> • PtMs • Unit assessments
Science	<ul style="list-style-type: none"> • CEM Baseline Assessment • ELG based assessments 	<ul style="list-style-type: none"> • End of topic assessment sheets guided by NC 	<ul style="list-style-type: none"> • End of topic assessment sheets guided by NC

Assessment tools used by departments in the junior years

	Year 3	Year 4	Year 5
English	<ul style="list-style-type: none"> • PtEs • Creative writing and reading assessments • Weekly spelling tests 	<ul style="list-style-type: none"> • PtEs • Creative writing and reading assessments • Bi-weekly spelling tests 	<ul style="list-style-type: none"> • PtEs • Creative writing and reading assessments • Bi-weekly spelling tests
Maths	<ul style="list-style-type: none"> • PtMs • End of unit and End of Term assessments 	<ul style="list-style-type: none"> • PtMs • End of unit and End of Term assessments 	<ul style="list-style-type: none"> • PtMs • End of unit and End of Term assessments
Science	<ul style="list-style-type: none"> • End of Unit assessments 	<ul style="list-style-type: none"> • Short topic tests • Investigation skills assessment sheets 	<ul style="list-style-type: none"> • Short topic tests • Investigation skills assessment sheets
History		<ul style="list-style-type: none"> • Knowledge recall quizzes • Independent Project 	<ul style="list-style-type: none"> • End of Unit quizzes and assessment
Geography			<ul style="list-style-type: none"> • Map labelling ex.s
TPR			<ul style="list-style-type: none"> • Pairs produce poster
French	<ul style="list-style-type: none"> • Produce Poster 	<ul style="list-style-type: none"> • Matching Qs & As • Identify phonemes & graphemes • Picture labelling exercises • Produce poster 	<ul style="list-style-type: none"> • Vocabulary tests • Informal speaking test • Identify phonemes & graphemes • Picture labelling exercises • produce poster

Assessment tools used by departments in the senior years

	Year 6	Year 7	Year 8
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English	<ul style="list-style-type: none"> • PtEs • Creative writing and reading assessments • End of Year Assessment 	<ul style="list-style-type: none"> • PtEs • Creative writing and reading assessments • Mid and End of Year Exams 	<ul style="list-style-type: none"> • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)
Maths	<ul style="list-style-type: none"> • PtMs • End of Unit and End of Term assessments • End of Year Assessment 	<ul style="list-style-type: none"> • PtMs • Spring exams • End of Year Exams 	<ul style="list-style-type: none"> • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)
Science	<ul style="list-style-type: none"> • End of Topic assessments • Exam practice questions • End of Year Assessment 	<ul style="list-style-type: none"> • Knowledge recall tests • Exam practice questions • Spring exams • End of Year Exams 	<ul style="list-style-type: none"> • Knowledge recall tests • Exam practice questions • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)
History	<ul style="list-style-type: none"> • End of unit knowledge recall quizzes • Written assessment to develop skills of explanation and use of historical sources • End of Year Assessment 	<ul style="list-style-type: none"> • Knowledge recall quizzes • Written assessment to develop skills of explanation, essay writing and use of historical sources • Spring exams • End of Year Exams 	<ul style="list-style-type: none"> • Knowledge recall quizzes • Written assessment to develop skills of explanation, essay writing and use of historical sources • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)
Geography	<ul style="list-style-type: none"> • End of Year Assessment 	<ul style="list-style-type: none"> • Spring exams • End of Year Exams 	<ul style="list-style-type: none"> • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)
TPR	<ul style="list-style-type: none"> • End of Year Assessment 	<ul style="list-style-type: none"> • Spring exams • End of Year Exams 	<ul style="list-style-type: none"> • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)
French	<ul style="list-style-type: none"> • End of Year Assessment 	<ul style="list-style-type: none"> • Spring exams • End of Year Exams 	<ul style="list-style-type: none"> • November exams • Spring Mock Exams • End of Year Exams • (Dumpton Certificate)

SEND - Special Educational Needs and/or Disabilities

At Dumpton, any individual with a learning difficulty and/or disability will be included, valued and supported. We are guided by the Government's SEND Code of Practice. Please see our SEND policy for more information. We will work with other agencies to implement the contents of any pupil's statement or Education and Health Care Plan.

DIFFERENTIATION AND SCAFFOLDING

Any school must be capable of stretching the most able, while providing support for those who need it most. As the SEND policy 'Quality First Teaching' describes - all teachers are teachers of all children - this very much underpins our policy at Dumpton. 'Differentiation' is the collective term used to describe the school's

methods of meeting the varied educational needs of its pupils. It includes not only setting but also in-class scaffolding methods, e.g. Adult support, use of resources, writing frames, sentence stems, multi-level questioning, variation of teaching style. All these methods are building toward allowing our pupils to work as independently as they can. Some of these methods are discussed more in our Teaching and Learning guide (please see appendix at the back of this document).

- Pre-Prep - classes are mixed ability but small groups within the class may be taught at different speeds e.g. in reading or spelling. A Teaching Assistant, linked to classes and a Pre-Prep Learning Support Teacher (with responsibility for SEND) are on hand to facilitate this.
- Prep School – classes are mixed ability. Further up the school, in certain subjects, children are taught in sets based on their current attainment to further support the progress of all pupils.

GIFTED AND TALENTED CHILDREN

Staff monitor and track the achievements of children closely. It is our aim that all children be challenged and extended where appropriate so that they reach their full potential.

Progress is monitored informally through frequent discussions between staff and fortnightly subject meetings where children performing at a high level may be raised. In the Prep School, progress is also monitored formally by recording Attitude to Learning (ATL) and attainment grades. Small class sizes allow us to gauge pupil progress effectively and the information generated allows us to build an attainment profile which can highlight strengths or those in need of further attention. All records are stored centrally in the school MIS, easily accessed by all teachers. All staff are made aware of which children have an age standardised score above 120 from the CATs assessments sat at the beginning of each year for Year 3 – 7.

We believe that children who may be gifted or talented will usually benefit from working mainly within their own age/peer group. We do not have an official published ‘Gifted and Talented Register’ as we neither wish to suppress our expectations of those not on the register nor damage self-esteem when a pupil has to be demoted from such a list (for example, when early intervention may lead to signs of high ability which then evens out in time). If a teacher (or parent) has any concerns about provision for children who may be gifted or talented, he or she should first raise the issue with the child’s form or subject teacher, and then the Head of Key Stage 1, Head of EYFS, Deputy Head Academic or Headmaster will also be available to discuss the issues further.

RSE PROVISION

Our RSE education encourages respect for other people, particularly in relation to the protected characteristics outlined in the Equality Act 2010. Please see the RSE Policy for more information.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) EDUCATION

At Dumpton, we provide SMSC education for our pupils. Our curriculum contributes to the SMSC development of our pupils, for example, in English, pupils will gain an understanding of poetry and drama and develop an awareness of social and moral issues. At Dumpton, we actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We incorporate teaching British Values across the curriculum and in assemblies so that pupils learn right from wrong; understand how citizens can influence decision making and understand that the freedom to hold other faiths is protected by law.

CAREERS AND TRANSITION TO THE NEXT SCHOOL

Dumpton provides a wide range of activities for the children designed to expand the curriculum. The school ensures that pupils with ambition and a desire to follow a particular path are given impartial support and guidance. When a pupil reaches KS3, leadership opportunities are made available, allowing them to be independent and take responsibility. In Year 8, pupils will be required to undertake duties that support the

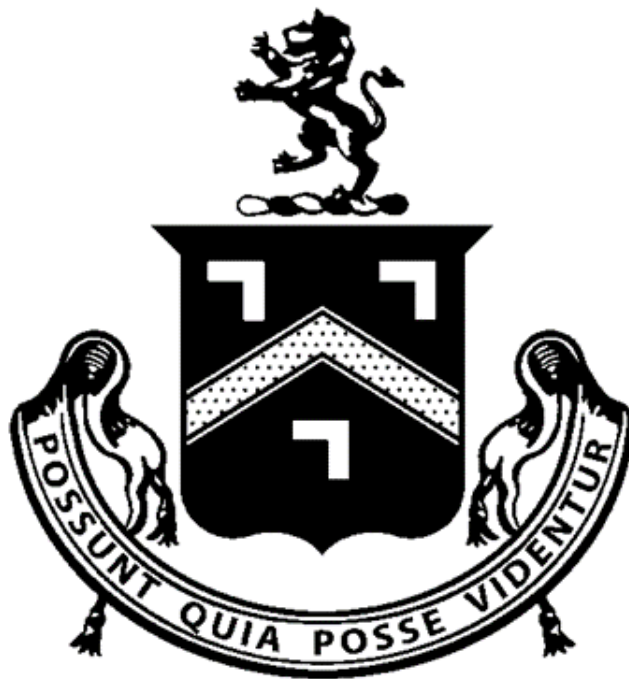
running of the school. In addition, leadership courses and activities are organised, culminating in the Year 8 Leavers' Course, where, amongst other things, children visit local businesses, learn how to apply and interview for various jobs and create their own business ideas to pitch toward a panel of judges.

Furthermore, we give impartial informal advice about future careers by inviting a host of speakers to the school and involving children in activities that model the world of work post-school.

Parents also receive support and advice through Dumpton's Future Schools Programme about the next stage of their child's education. This comprises of talks given by the Headmaster and a future schools' exhibition in our own Assembly Hall. The Headmaster and tutors are available throughout the year to advise and support parents about the next stage of their child's education.

Appendix A: Teaching and Learning Guide

DUMPTON SCHOOL



Teaching and Learning

2023-24

This guide promotes best practice and establishes consistency in Teaching and Learning across all year groups at Dumpton. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

1. **Aims:** Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to create a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this guide, we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude. This is achieved when pedagogical practice is constantly being revised and improved by a staff who understand the importance of keeping up to date with modern, researched based practices.

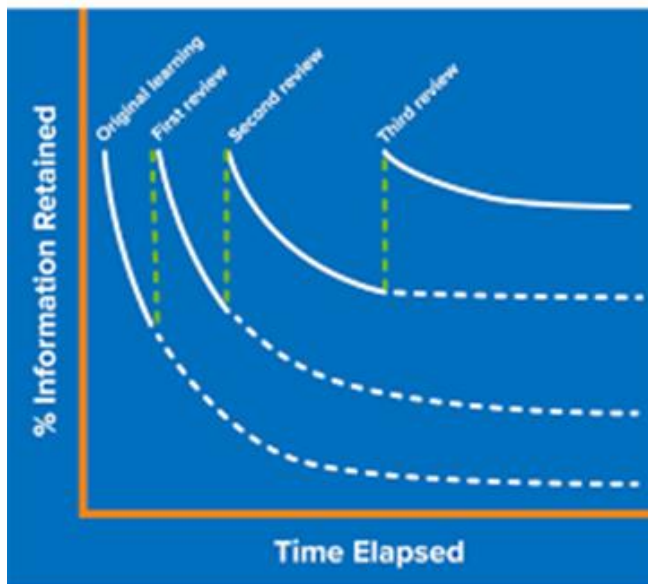
2. **Classroom Culture:** Pupils at Dumpton are taught to 'Aim High and Be Kind' and these are the values that we aspire to in all our lessons. Teachers form close relationships with pupils that are based on mutual respect. Consistent expectations from all our teachers ensure that pupils are ready to learn, have firm but fair boundaries and feel safe to express their opinions. The learning process is valued and there is a supportive atmosphere framed by positive language that encourages children to make, and learn from, their mistakes.
3. **The Curriculum:** Teachers and Heads of Department are encouraged to review their subject area and ensure their curriculum is regularly updated. Within each subject, the curriculum is mapped out in a sequential and logical manner that builds on prior knowledge and skills. Exactly what the pupils should know is specified clearly in the planning. Subjects that use schemes of work tailor these to fit the principles of Quality First Teaching of Dumpton.
4. **Subject Knowledge:** At Dumpton, we believe in improving, not proving. Teachers' subject knowledge is one of the strengths of the school but that does not mean that an environment of wanting to improve and learn is not encouraged in all our teaching staff. CPD plays a vital role in this. Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, seeking CPD opportunities, observing good practice, building and disseminating knowledge and best practice.
5. **Assessment for Learning:** Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers

enhance their skills and judgements. Teachers continually use AfL in the classroom and are constantly gauging, from excellent probing questioning, the level of understanding within the classroom. AfL is Dumpton's assessment priority. It is our day-to-day assessment tool.

6. **Progress:** The progress of pupils, including those with SEN, is tracked, monitored and regularly discussed by departments in the Prep school and amongst year group teachers from EYFS to Year 3. Children that have made limited or no progress are the initial focus, with discussions around reducing, or removing, the barriers to learning that these children face and thereby enabling them to close any gaps that may have opened up. Any child who is working below Age-Related Expectation is also targeted for support. At the conclusion of year, standardised data from the Progress through Maths (PtM) and Progress through English (PtE) tests is compared against their CAT 4 data to ascertain if any children are working below their underlying ability. Yearly progress is also checked with the English and Maths department analysing the data in great detail and making recommendations for the handover of the pupils to next year's teachers

We outline our approach to teaching through a framework of Quality First Teaching principles. In the *Quality First Teaching at Dumpton* document, we outline each of these principles and give several strategies that could be used in the classroom

7. **Manage Cognitive Load:** By managing cognitive load, we enable pupils' attention and working memory to focus on what they need to learn. Research shows that people have a limited working memory which can easily be overloaded. Making pupils use their long-term memory is a key method to reducing cognitive load. Some of these strategies, such as retrieval practice, are discussed later.
8. **Retrieval Practice:** Cognitive science and research-based methods back our belief that lessons should begin with (or contain at some point) retrieval practise. Returning to prior learning helps to embed that new knowledge into the long-term memory. This is demonstrated below in Hermann Ebbinghaus's Forgetting Curve (see below). See *Principles of Quality First Teaching at Dumpton* for several strategies on Retrieval Practice.



9. **Questioning and Discussion:** The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. At Dumpton, questioning strategies ensure active engagement of ALL pupils in the class. Following the teaching principles of Doug Lemov and Barak Rosenshine, teachers avoid hands up in the classroom and instead use cold calling techniques with the aim of increased engagement and whole-class participation. This technique avoids two or three individuals dominating the lesson and actively engages all pupils in their learning. See *Principles of Quality First Teaching at Dumpton* for further examples of Questioning strategies.

10. **Scaffolding:** Scaffolding is used extensively throughout both the Pre-Prep and the Prep school. Teachers use a variety of supporting materials or strategies to ensure every child is able to access the same learning in every lesson rather than the need for teachers to provide three different levels of difficulty for each task. See *Principles of Quality First Teaching at Dumpton* for further examples of Questioning strategies.
11. **Modelling:** Modelling is used at Dumpton so that pupils can see *how* to apply new concepts, knowledge and skills. Teachers are encouraged to break down new learning into smaller chunks and to allow pupils time to practice any newly acquired knowledge/ skills after having it modelled to them first by the teacher. There are many different strategies for Modelling which are also shared in the *Principles of Quality First Teaching at Dumpton*.
12. **Reasonable Adjustments:** Reasonable adjustments are used to bypass the barriers to learning faced by some pupils. As in any school, some children face barriers to their learning whether that be relating to their reading or writing ability or their ability to regulate their emotions and behaviour. At Dumpton we believe making reasonable adjustments can take those barriers away. This may be in the form in pre-preparing handouts, visual timetables, assistive tech or a variety of visual and concrete resources.
13. **Effective Use of Additional adults:** This doesn't mean TAs sitting with the children who need the most support. When used correctly, we believe more children can benefit from having more teacher led support as well as support from the additional adults in the classroom. It is imperative that communication between teacher and TA is clear and in advance so that they know their role within the lesson at hand.
14. **Marking and Feedback:** With the benefit of small class sizes, immediate verbal feedback within the lesson itself is the most powerful form of feedback that is used by teachers. Written feedback is kept to a minimum with teachers encouraged to use this method when 'live' marking and the feedback can be acted on immediately. Whole class feedback is used by teachers during mini-plenaries to feedback to the class as a whole or a small group of pupils during the lesson as well as during the start of the next lesson after the teacher has had the chance to review the learning that took place in the lesson. Whenever children respond to feedback, be it verbal or written, they do so in purple pen. This is so that any editing, improvements or additional work can be easily spotted by the teacher. Often teachers will prompt corrections or edits with a series of codes that the children are made aware of.
15. **Effective Explanations:** These enables pupils to understand new concepts, knowledge and skills. Where possible, it should be tethered to prior knowledge of the pupils. As stated in managing cognitive load, effective explanations should be delivered in short, manageable chunks for the pupils to grasp. A key strategy here can be to expose and discuss any misconceptions that arise. More strategies are shared in *Principles of Quality First Teaching at Dumpton*.